



2012-2013 Nominee Presentation Form

PART I - ELIGIBILITY CERTIFICATION

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.



U.S. Department of Education Green Ribbon Schools 2013

For Public Schools only: ☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal Mrs. Sandy Klaus
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Starmont Community School District
(As it should appear in the official records)

School
Mailing Address 3202 40th St.
(If address is P.O. Box, also include street address.)

Arlington (City) Iowa (State) 50606 (Zip)

County Fayette State School Code Number* 6175

Telephone (563)933-2218 Fax (563) 933-2134

Web site/URL www.starmont.k12.ia.us E-mail sburrack@starmont.k12.ia.us

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

Sandy Klaus Date 1-21-2013
(Principal's Signature)

Name of Superintendent* Mr. Matthew O'Loughlin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Starmont Community School District Tel. (563) 933-2218

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate. This is one of the highest performing green schools in my jurisdiction.

Matthew P. O'Loughlin Date 1-21-13
(Superintendent's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*



PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts in approximately 800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

The Nominating Authority must document schools' high achievement in each of the three ED-GRS Pillars and nine Elements. For each school nominated, please attach documentation in each Pillar and Element. This may be the Authority's application based on the Framework and sample application or a committee's written evaluation of a school in each Pillar and Element.

Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating
Agency

Iowa Department of Education

Name of Nominating
Authority

Dr. Jeff Berger

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the



school meets the provisions above.


(Nominating Authority's Signature)

Date February 6, 2013

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509
Expiration Date: February 28, 2015

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

To: U.S. Dept. of Education Green Ribbon Schools Selection Committee
From: Starmont Community Schools, Arlington, Iowa
RE: Strengths and Accomplishments of Starmont
Date: January 17, 2013

The Starmont Community School District is comprised of 627 students and it serves rural communities (Strawberry Point, Arlington, and Lamont) in a four-county (Fayette, Clayton, Buchannan, Delaware) area. The school is at a rural location with the three attendance centers (Early Childhood-5, 6-8, and 9-12) at one site. The high school was built in 1964, and the middle school and the elementary were built in 1992. All administrative offices and transportation facilities are at the rural site. The school district covers 201 square miles and there are nine bus routes which transport students to school. The Starmont school campus includes 73.95 acres and includes the following features: the three connected school attendance centers, two transportation buildings, a maintenance building, a greenhouse, a 17.3 acre agricultural test plot, an outdoor classroom (known as the prairie classroom), a fitness trail, three playgrounds, athletic facilities (baseball field, softball field, track, football field), parking lots, a butterfly garden, a fruit/vegetable garden, a flower garden, an apple orchard, and a berry patch.

Starmont Community School District has worked on the three pillars: "net zero" environmental impact, "net positive" impact on the health and performance of students and staff, and ensuring our graduates are environmentally and sustainability literate. The school district wants to be more energy efficient and wants to continue to encourage the students to be environmentally conscious. We have all students and staff engaged in recycling and there are several class projects underway to help increase energy efficiency and environmental awareness (students producing stickers to be placed on computers indicating the energy consumption of a computer left on overnight, students doing an energy survey and sharing the results to encourage reduced energy consumption, students participating in science/technology/engineering/math projects that emphasize environmental awareness. These projects and others have led students and staff to decrease energy usage and have a greater environmental awareness. The students and staff are eager to continue with these activities and expand their knowledge.

We have a good foundation for "Green Ribbon School" designation and we hope to continue to seek ways to ensure our school (both the people and the facility/campus) is environmentally friendly. Our foundation has been built on the following accomplishments and strengths:

- Energy audit completed in February 2009 which led to energy efficiency improvements (conversion of T-12 and HID lighting to T-8 lighting, installation of occupancy sensors in most rooms and areas, installation of outside air temperature sensors on hot water boiler, installation of demand control ventilation in designated areas, installation of new steam traps, replacement of one steam boiler with two energy efficient steam boilers).
- Established wind energy committee to explore renewable energy sources and met several times to learn about wind energy, wind turbines, metering, and related topics (insurance costs,

manufacturers, size needed, etc) from Iowa Energy Center representatives and utility company provider.

- Had several meetings with utility provider (REC) to learn about rebates, net metering, and how they would support wind energy usage.
- Met with director of Iowa Energy Center to discuss wind energy resources for Iowa schools. Held public meeting that attracted over 100 interested patrons of the district to hear about benefits of wind energy for school and for community.
- Secured ARRA funding to support lighting retrofit project (\$72,000)
- Had several conversations with wind consultants to understand what is involved in a feasibility study.
- Took eighth graders to UNI to the Center for Energy and Environmental Education and learned how building models energy efficiency
- Purchased two compost bins to begin compost project
- Established a school garden
- Have district-wide recycling project for paper and cardboard
- Use biodiesel fuel for buses
- Reestablished an outdoor classroom and had fall burn of the prairie and reseeded in spring
- Landscaped around school, planted fruit trees and berry bushes, established butterfly garden, and flower garden
- Implemented many nutrition and fitness activities – taste tests of local foods, physical fitness breaks, have 1.25 mile fitness trail around perimeter of school grounds, cross-age teaching of nutrition lessons, active wellness committee, youth food and fitness team, more fresh fruits and vegetables at school meals, implemented new requirements for school meals, active involvement in Northeast Iowa Food and Fitness Initiative
- Implemented STEM activities using FREE (Fabulous Resources for Environmental Education)
- Partner with the University of Northern Iowa's Center for Energy and Environmental Education to provide educational opportunities for students

We are consistently seeking ways to have our school become more energy efficient and environmentally friendly. We look forward to continuing our efforts in helping our students and our school become "greener".



**Iowa Department of Education
Green Ribbons Schools Scoring Sheet**

Type of Application: School Award X District Sustainability Award
Name of School or District Starmont K-12 School

Application Outline:

<u>ED-GRS Pillars and Elements</u>	<u>Points</u>	<u>Score</u>
Cross-Cutting Question: Participation in green school programs	5 points	3
Pillar I: Reduce environmental impact and costs: 30%		
Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions Energy Buildings	15 points	5
Element 1B: Improved water quality, efficiency, and conservation Water Grounds	5 points	2
Element 1C: Reduced waste production Waste Hazardous waste	5 points	3
Element 1D: Use of alternative transportation	5 points	1
Pillar II: Improve the health and wellness of students and staff: 30%		
Element 2A: Integrated school environmental health program Integrated Pest Management Contaminant controls and Ventilation Asthma control Indoor air quality Moisture control Chemical management	15 points	9
Element 2B: Nutrition and fitness Fitness and outdoor time Food and Nutrition	15 points	6
Pillar III: Provide effective environmental and sustainability education, incorporating STEM, civic skills and green career pathways: 35%		
Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems	20 points	1
Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills	5 points	3
Element 3C: Development and application of civic knowledge and skills	10 points	10
Total	100 points	43

Schwartz, Gary [ED]

From: Fenton.Kathleen@epamail.epa.gov
Sent: Monday, January 14, 2013 10:16 AM
To: Schwartz, Gary [ED]
Subject: EPA Enforcement Check for Green Ribbon Schools

Gary --- Looks like your schools have the "all clear" from our enforcement check. Thanks. kif

----- Forwarded by Kathleen Fenton/R7/USEPA/US on 01/14/2013 10:14 AM -----

From: Neal Gilbert/R7/USEPA/US
To: Kathleen Fenton/R7/USEPA/US@EPA
Cc: Althea Moses/R7/USEPA/US@EPA, Lynn Slugantz/R7/USEPA/US@EPA
Date: 01/14/2013 10:05 AM
Subject: Re: Fw: Not sure who to ask for this enfrc. check -- someone in ECO/EJ?? Fw: EPA Enforcement Check for Green Ribbon Schools

Hi Kathleen,

I found no compliance or enforcement issues with either school district. Let me know if you have any questions.

Thanks!

Neal Gilbert
U.S. Environmental Protection Agency, Region 7
Enforcement Coordination Office
11201 Renner Blvd
Lenexa, KS 66219
P: (913) 551-7985
F: (913) 551-7941
www.epa.gov/compliance



Green Ribbon Schools

2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction as highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

School Contact Information

School Name: Starmont Community School District

School Address: 3202 40th St.

City: Arlington State: IA Zip: 50606

Website: www.starmont.k12.ia.us Face book page: _____

Principal Name: Sandy Klaus

Principal Email Address: sklaus@starmont.k12.ia.us Telephone Number: 563-933-2238

Lead Applicant Name (if different): Sue Burrack

Lead Applicant Email: sburrack@starmont.k12.ia.us Telephone Number: 563-933-2218



THE STATE BOARD OF EDUCATION GreenRibbonSchools

Level		School Type		How would you describe your school?			
<input checked="" type="checkbox"/>	Elementary (PK-5)	<input checked="" type="checkbox"/>	Public		Urban	District Name: Stamford Community School D	
			Private/Independent		Suburban	NO	Largest 50 districts
<input checked="" type="checkbox"/>	Middle (6-8)		Charter	<input checked="" type="checkbox"/>	Rural		Total enrolled: 627
<input checked="" type="checkbox"/>	High (9 - 12)						
Does your school serve 40% or more students from disadvantaged households?			% receiving FRPL:		47.07%	Graduation rate: 90.91%	
Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	% limited English proficient:		.005%	Attendance rate: 94.06%
				Other measures:			

Application Outline	
ED-GRS Pillars and Elements	Points
Cross-Cutting Question: Participation in green school programs <i>(Summary Narrative)</i>	5
Pillar I: Reduce environmental impact and costs: 30%	
Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions Energy Buildings	15
Element 1B: Improved water quality, efficiency, and conservation Water Grounds	5
Element 1C: Reduced waste production Waste Hazardous waste	5
Element 1D: Use of alternative transportation	5
Pillar II: Improve the health and wellness of students and staff: 30%	
Element 2A: Integrated school environmental health program Integrated pest management Contaminant controls and ventilation Asthma control Indoor air quality Moisture control Chemical management	15
Element 2B: Nutrition and fitness Fitness and outdoor time Food and nutrition	15



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Pillar III: Provide effective environmental and sustainability education, incorporating STEM, civic skills and green career pathways: 35%	
Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems	20
Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills	5
Element 3C: Development and application of civic knowledge and skills	10
Total	100

Cross-Cutting Question – Summary Narrative: Attach an 800-word maximum narrative to this application describing your school's efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships.

1. Is your school participating in a local, state or national school program which asks you to benchmark progress in some fashion in any or all of the Pillars?

☒

Yes

☐

No

Program(s) and level(s) achieved:
State of Iowa B3 Energy Benchmarking Program

2. Has your school, staff or student body received any awards for facilities, health or environment?

☒

Yes

☐

No

Award(s) and year(s):
Fuel up to Play 60 2012 \$2,000 received

Pillar I: Reduced Environmental Impact and Costs

Energy

1. Can your school demonstrate a reduction in Greenhouse Gas emissions?

☐

Yes

☒

No

Percentage reduction:

Over (m/yy-m/yy)

Initial GHG emissions rate (MT eCO₂/person):

Final GHG emissions rate (MT eCO₂/person):

Offsets: None

How did you calculate the reduction?



Green Ribbon Schools

2. Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?

☐

Yes

☒

No

Year(s) and score(s) received:

3. Has your school reduced its total non-transportation energy use from an initial baseline?

☒

Yes

☐

No

Current energy usage (kBtu/student/year):

.10

Current energy usage (kBtu/sq. ft./year):

63.05 (February 2012)

Percentage reduction:

2%

Over (m/yy-m/yy)

How did you document this reduction? REC reviewed energy bills from 2010 and 2011.

4. What percentage of your school's energy is obtained from:

On-site renewable
energy generation:

None

Type:

Purchased
renewable energy:

None

Type:

Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program: Starmont received funds from the American Recovery and

Reinvestment Act to complete a lighting retrofit project. The \$72,000 provided installation of T-8 lighting, steam traps, and sensors.



Green Ribbon Schools

5. In what year was your school originally constructed?

1965

What is the total building area of your school?

147,106 square feet

6. Has your school constructed or renovated building(s) in the past ten years?

Yes

☐

No

☒

For new building(s): Percentage of the building area that meets green building standards:

Certification and level:

Total constructed area:

For renovated building(s): Percentage of the building area that meets green building standards:

Certification and level:

Total renovated area:

Water and Grounds

7. What percentage of your landscaping is considered water-efficient and/or regionally appropriate:

5%

Types of plants used and location:

prairie area

8. Describe alternate water sources used for irrigation. (50 word max)

Do not have irrigation system in place, except for football field.

9. Describe any efforts to reduce storm water runoff and/or reduce impermeable surfaces. (50 word max)

Prairie area (outdoor classroom. We add trees each year and have an established windbreak around athletic field)



Green Ribbon Schools

10. Our school's drinking water comes from:

Municipal water
source

☐

Well on school
property

☒

Other: _____

11. Describe how the water source is protected from potential contaminants. (50 word max)

Location deters run-off. Have two 200-foot wells. One well is for high school and other well is for middle school / elem. High school water table is 80 feet and ms/elem water table is 40 feet.

12. Describe the program you have in place to control lead in drinking water. (50 word max)

Don't use lead solder. Have copper pipe.

13. What percentage of the school grounds are devoted to ecologically-beneficial uses? (50 word max)

5% Prairie area, garden, windbreak, 12 tree apple orchard

Waste

14. What percentage of solid waste is diverted from land filling or incinerating due to reduction, recycling and/or composting? Complete all the calculations below to receive points.

A. Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected):

22

B. Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected):

14

C. Monthly compostable materials volume(s) in cubic yards (food

0



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scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected):

Recycling Rate = $[(B + C) \div (A + B + C) \times 100]$:

38.8%

Monthly waste generated per person = (A/number of students and staff):

.01 cubic yards

15. What percentage of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free?

100%

16. List the types and amounts of hazardous waste generated at your school:

Flammable liquids	Corrosive liquids	Toxics	Mercury	Other:
gasoline for school car, lawn mower	Bowl cleaner used by transportation	lubrication sprays	None	

How is this calculated?

Invoices

How is hazardous waste disposal tracked?

Manifest, MSDS sheets - Material safety data sheets

17. Which green cleaning custodial standard is used?

Weber Paper has certified

What percentage of all products is certified?

100%

What specific third-party certified green cleaning product standard does your school use?

Weber Paper

18. Describe other measures taken to reduce solid waste and eliminate hazardous waste. (100 word max)

Participated in the "Clean out the Lab" program.



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Alternative Transportation

19. What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school? (Note if your school does not use school buses.)

95%

How is this data calculated? (50 word max)

School is at a rural site and 95% students in grades PK-12th ride on school bus. The 5% who do not ride on the bus drive own cars or are brought by parents to school.

20. Has your school implemented?

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Designated carpool parking stalls. |
| <input type="checkbox"/> | A well-publicized no idling policy that applies to all vehicles (including school buses). |
| <input checked="" type="checkbox"/> | Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows. |
| <input type="checkbox"/> | Safe Pedestrian Routes to school or Safe Routes to School. |

Describe activities in your safe routes program. (50 word max)

Participated in Governor's Healthiest State Walk / International Walk to School Day. Have fitness trail.

21. Describe how your school transportation use is efficient and has reduced its environmental impact. (50 word max)

Diesel buses
Participate in rebate program to replace older buses

22. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. (100 word max)



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Pillar 2: Improve the Health and Wellness of Students and Staff

Environmental Health

1. What is the volume of your annual pesticide use (gal/student/year)? Describe efforts to reduce use:
We spray very limited amounts of 24D and round-up for dandelions and weeds.

2. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? Provide specific examples of actions taken for each checked practice.

☐ Our school prohibits smoking on campus and in public school buses.
☒ Example: Signs posted at several locations on campus.

☐ Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.
☒ Example: Participated in "Clean out the Lab" program.

☐ Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO).
☒ Example: CO detector in early childhood room

☐ Our school does not have any fuel burning combustion appliances.
☒ Example: Hot water boiler system used

☐ Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L OR our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L.
☒ Example: Test once every two years

☐ Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure.
☒ Example: Do not use pretreated lumber for playground equipment



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3. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure. (100 word max)

MSDS sheets
Chemicals kept in locked rooms with decals on door

4. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (100 word max)

Green Cleaning Products. Recirculate air in classrooms through heating system.

5. Describe actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly cleanup mold or removes moldy materials when it is found. (100 word max)

Roof repairs as needed. Air cleaning machine (air scrubber) is used whenever there is an issue. Humidifiers in most classrooms in the summer.

6. Our school has installed local exhaust systems for major airborne contaminant sources.

Yes

☒

No

☐

7. Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly. (100 word max)

Filters are cleaned twice a year.



8. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards. (100 word max)

Outside air is circulated to the inside through the univents.

9. Describe other steps your school takes to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action. (200 word max)

Asbestos training each year for 2 hours by each custodian.
Asbestos training each year for 8 hours by maintenance director.

Nutrition and Fitness

10. Which practices does your school employ to promote nutrition, physical activity and overall school health? Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships. (100 word max each)

<input type="checkbox"/>	Our school participates in the USDA's HealthierUS School Challenge. Level and year: (100 word max)	Level	Year
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THE IOWA DEPARTMENT OF EDUCATION
GreenRibbonSchools
Programs that support local food systems and promote healthy eating and active living in schools

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<input checked="" type="checkbox"/>	Our school participates in a Farm to School program to use local, fresh food.
	(100 word max) Northeast Iowa Food & Fitness Initiative and Farm to School Chapter through the Iowa Department of Ag.

<input checked="" type="checkbox"/>	Our school has an on-site food garden.
	(100 word max) 2 plots

<input type="checkbox"/>	Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community.
	(100 word max)

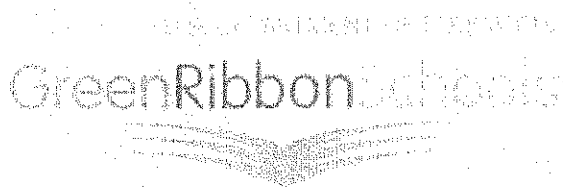
<input checked="" type="checkbox"/>	Our students spent at least 120 minutes per week over the past year in school supervised physical education.
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Green Ribbon Schools

(100 word max)

Students in grades 6-12 are scheduled for 42 minutes of PE every other day throughout the school year.



<input type="checkbox"/>	At least 50% of our students' annual physical education takes place outdoors.
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(100 word max)

<input type="checkbox"/>	Health measures are integrated into assessments.
--------------------------	--

(100 word max)

<input type="checkbox"/>	At least 50% of our students have participated in the EPA's Sunwise (or equivalent program).
--------------------------	--

(100 word max)

<input checked="" type="checkbox"/>	Food purchased by our school is certified as "environmentally preferable."
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	Percentage	Type
--	------------	------

(100 word max)

Our school complies with the national standards for nutrition and portions



GreenRibbon Schools

11. Describe the type of outdoor education, exercise and recreation available. (100 word max)

Walking trail around the school. All athletic facilities are on school campus and students use track, baseball fields, playgrounds, outdoor basketball court, softball field in PE classes.



GreenRibbon Schools

12. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships. (100 word max)

Northeast Iowa Food Initiative has given support through Americorps worker, funding, educational workshops, youth food and fitness team

Pillar 3: Effective Environmental and Sustainability Education

1. Which practices does your school employ to help ensure effective environmental and sustainability education? Provide specific examples of actions taken for each checked practice, highlighting innovative or unique practices and partnerships.

☐

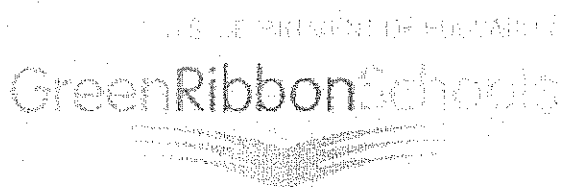
Our school has an environmental or sustainability literacy requirement. (200 word max)

☒

Environmental and sustainability concepts are integrated throughout the curriculum. (200 word max)

Recycling program that includes paper and cardboard with students collecting the recycling, students bring own towels for PE, STEM activities

20 | in two classrooms and in TAG program.



☐ Students evidence high levels of proficiency in these assessments. (100 word max)

☐ Professional development in environmental and sustainability education is provided to all teachers. (200 word max)

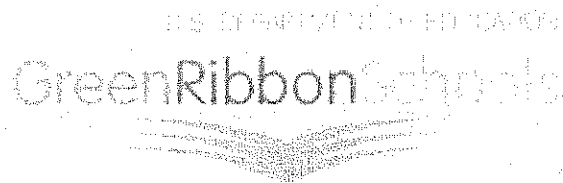
6 teachers (10% of teaching staff) participate in science heuristic project

2. For schools serving grades 9-12, provide:

Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career:	0%	Percentage scoring a 3 or higher:	
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3. How does your school use sustainability and the environment as a context for learning science, technology, engineering and mathematics thinking skills and content knowledge? (200 word max)

22 | Have outdoor classroom that is a natural prairie. Burned the prairie in the fall of 2011 and will reseed parts of it in Spring 2013. Primarily used by 6th, 7th, and 8th grade for environmental and plant studies.



4. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? (200 word max)

Teach "Science Surrounds Us" class to 10-12th graders as an elective class. Students learn about building green, about recycling, about ways to be wise consumers.

Teach voc ag course that incorporates study of renewable energy and tours area wind farm.



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5. Describe students' civic/community engagement projects integrating environment and sustainability topics. (200 word max)

All students in grades 6-12 are involved in a service project. Students select the project and the projects have ranged from picking up trash on school grounds or in the community to constructing fitness stations along the school's fitness trail. Currently, students are engaged in building benches along the fitness trail that use concrete and recycled wood and then have various mementoes embedded into the concrete bench top. This combines our efforts to recycle, build school pride, and engage students with taking care of and using the school grounds.

6. Describe students' meaningful outdoor learning experiences at every grade level. (200 word max)

Elementary has a walk/run program and students earn prizes for reaching different benchmarks.

All students and staff regularly use the fitness trail that is 1.25 miles long and goes around the perimeter of the school grounds. sixth graders have burned the outdoor prairie and are involved in reseeding parts of it.

During summer school, students in grades K-6 helped with the school garden. All elementary students and some 7-12 students help with butterfly garden.

7. Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (200 word max)

Our school campus is at a rural site and at the intersection of two highways. The school is the hub of the three rural communities served by the district. Community members attend activities at the school as part of their social lives. Donations from the community have been

received to build the fitness trail and gravel for the trail was given at a



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discounted price. The FFA test plot is totally operated on donated labor, equipment, and supplies. We host many events within our conference, district and region due to our accessible, attractive facilities. The concession stand supports nutritional efforts by serving chicken wraps and fruit.

8. Describe your partnerships to help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships. (200 word max)

Northeast Iowa Food and Fitness Initiative (funded through the WK Kellogg Foundation) has partnered with us for four years. They provide us with educational workshops for teachers, students, and food service staff; they provide us with an Americorps worker who is in our school once per week assisting with food service and youth activities; and they provide guidance on nutrition and active living policies that are being discussed and/or implemented on the state and national level.

Rural Electric Cooperative - has helped with energy use analysis and funding methods to explore renewable energy use. (East-Central REC)

University of Northern Iowa - Center for Energy and Environmental Education. Benchmarking work, resource

9. Describe any other ways that your school integrates core environment, sustainability, STEM, green technology and civics into curricula to provide effective environmental and sustainability education, highlighting on innovative or unique practices and partnerships. (200 word max)

STEM projects (Fabulous Resources for Environmental Education, Lego Challenge, and First Tech Challenge) were implemented this year. They are used with 3rd-12th grader TAG students, students in grades 7, 8, 11, and 12.

STEM projects (FREE, Lego Challenge, and First Tech Challenge)

Starmont Community School District
3202 40th Street
Arlington, Iowa 50606
Ph. #: 563-933-4902

To: Green Ribbon Schools Recognition Program Reviewers
From: Sue Burrack, Starmont School Improvement Director
Re: Summary of Efforts to Reduce Environmental Impact and Costs, improve student and staff health, and provide effective environmental and sustainability education
Date: December 18, 2012

The Starmont Community School District is comprised of 627 students and it serves rural communities (Strawberry Point, Arlington, and LaMONT) in a four-county (Fayette, Clayton, Buchanan, Delaware) area. The school is at a rural location with the three attendance centers (Early Childhood-6, 7-8, and 9-12) at one site. The high school was built in 1964, and the middle school and the elementary were built in 1992. All administrative offices and transportation facilities are at the rural site. The school district covers 201 square miles and there are nine bus routes which transport students to school. The Starmont school campus includes 73.95 acres and includes the following features: the three connected school attendance centers, two transportation buildings, a maintenance building, a greenhouse, a 17.3 acre agricultural test plot, an outdoor classroom (known as the prairie classroom), a fitness trail, three playgrounds, athletic facilities (baseball field, softball field, track, football field), parking lots, a butterfly garden, a fruit/vegetable garden, a flower garden, an apple orchard, and a berry patch,

Starmont Community School District has worked on the three pillars: "net zero" environmental impact, "net positive" impact on the health and performance of students and staff, and ensuring our graduates are environmentally and sustainability literate. The school district wants to be more energy efficient and wants to continue to encourage the students to be environmentally conscious. All ages of students have been actively involved in many projects and activities that have led to greater environmental awareness. They are eager to continue with these activities and expand their knowledge.

As we worked on the application, we had good discussion about ways we could improve. We were unaware of many of the resources available and have a keen interest in exploring these resources to get guidance and direction. We know it would add rigor and relevance to our current projects and also energize us to explore new approaches and methods. We do have a good foundation for this work since we have done the following in the past few years:

- Energy audit in February 2009 which led to energy efficiency improvements (conversion of T-12 and HID lighting to T-8 lighting, installation of occupancy sensors in designated rooms, installation of outside air temperature sensors on hot water boiler, installation of demand control ventilation in designated areas, installation of new steam traps, replacement of one steam boiler with two energy efficient steam boilers)
- Established wind energy committee to explore renewable energy sources and met several times to learn about wind energy, wind turbines, and related topics (insurance costs, manufacturers, size needed, etc.)
- Had several meetings with utility provider (REC) to determine how wind energy could work for our district
- Met with director of the Iowa Energy Center to discuss wind energy resources for Iowa schools
- Secured ARRA funding to support lighting retrofit project (\$72,000)
- Had several conversations with wind consultants to understand what is involved in a feasibility study
- Took eighth graders to UNI to the Center for Energy and Environmental Education
- Purchased two compost bins to begin compost project
- Established a school garden
- Have district-wide recycling project for paper and cardboard

- Use biodiesel fuel
- Reestablished an outdoor classroom
- Landscaped around school, planted fruit trees and berry bushes, established butterfly garden and flower garden
- Many nutrition and fitness activities – using local foods, having taste-its, physical fitness breaks, established fitness trail around school, cross-age teaching of nutrition lessons, active wellness committee, youth food and fitness team, more fresh fruits and vegetables at school meals, active involvement in Northeast Iowa Food and Fitness Initiative, implemented new nutritional standards for school meals
- Implemented STEM activities using FREE (Fabulous Resources for Environmental Education).
- Partner with UNI's Center for Energy and Environmental Education to provide educational opportunities for students

We know there are many more activities/projects that would help our school become more energy efficient and have a positive impact on the environment. We look forward to having the opportunity, if our application is approved, to continue our efforts in helping our students become more environmentally aware and to help our school become "greener".